

The following preview shows all of the Book Club Meetings for *I Survived Hurricane Katrina, 2005* by Lauren Tarshis

## Guided Reading Level

## Key Vocabulary by Chapter

### Specific Instructional Focus

## Step by Step Guided Mini Lesson

## Sample Reader's Notebook Entries

## Reflection and Self-Evaluation

## Scheduling and Reader Responsibility

## 5 Sequence of Events Lesson Plans

<p><b>Book Club</b></p>	<p><b>I Survived Hurricane Katrina, 2005</b>          By: Lauren Tarshis          Grade Level: 4 / Guided Reading Level: Q</p>
<p><b>Discussion Questions and New Vocabulary</b></p>	<p><b>Meeting #3</b></p> <p><b>A Note About the Discussion Questions and Vocabulary</b></p> <p>The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer.</p> <p>You might want to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.</p> <p><b>Chapters 5 – 5 Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why can't Uncle Dave come along in their car?              • Answer: He is keeping his club open so people have a place to go. (pg. 27)</li> <li>2. Why does Barry's family have to turn around?              • Answer: Cleo gets very sick in the car. (pg. 32)</li> <li>3. Where does the family go when the water comes into the house?              • Answer: They will go on the roof, cutting a hole with Gramp's ax. (pg. 50)</li> </ol> <p><b>Chapters 5 – 5 Vocabulary Words:</b></p> <ol style="list-style-type: none"> <li>1. Plot (necessary to this lesson) – a series of events that form the story in a piece of fiction</li> <li>2. Climax (necessary to this lesson) – the most exciting and important part of a story, play, or movie that occurs usually at or near the end</li> </ol> <p>I Survived Hurricane Katrina, 2005 Book Club   @BookPagez.com</p>

<h1>Book Club</h1>	<h2>I Survived Hurricane Katrina, 2005</h2> <p>By: Lauren Tarshis Grade Level: 4 / Guided Reading Level: Q</p>			
	<table border="1"> <tr> <td data-bbox="1170 741 1276 980"> <p><b>Climax and Resolution as Part of a Sequence of Events in Fiction</b></p> </td> <td data-bbox="1276 741 1518 980"> <p><b>Meeting #5 Continued</b></p> <p><b>Kick-off the Book Club Meeting (5-7 minutes)</b></p> <ul style="list-style-type: none"> <li>Gather students – remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).</li> <li>Review the conversation prompts on the Book Club Calendar.</li> <li>Invite students to begin the conversation by sharing the work they did while tracking events in chapters 13 – 14, the grey section, and the timeline.</li> <li>Deepen the discussion using one of the discussion questions for the chapter or focus on vocabulary.</li> <li>Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li> </ul> </td> </tr> <tr> <td data-bbox="1170 980 1276 1257"> <p><b>Time to Teach: Using Sequence of Events in Fiction (7-10 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite students to list the sequence of events from their charts.</li> <li>List the events down on sticky notes as students list the</li> <li>Group as a group to place the sticky notes on the group storyline graph.             <ul style="list-style-type: none"> <li><b>Rising Action:</b> <ul style="list-style-type: none"> <li>Barry sees a helicopter</li> <li>Cruz falls into the water</li> <li>Barry goes after Cruz</li> </ul> </li> <li><b>Climax:</b> <ul style="list-style-type: none"> <li>They scramble onto a different rooftop floating down the water</li> </ul> </li> <li><b>Falling Action</b> <ul style="list-style-type: none"> <li>A woman in a yellow raft (Nell) finds them and brings them to a bridge</li> </ul> </li> </ul> </li> </ul> </td> <td data-bbox="1276 980 1518 1257"></td> </tr> </table>	<p><b>Climax and Resolution as Part of a Sequence of Events in Fiction</b></p>	<p><b>Meeting #5 Continued</b></p> <p><b>Kick-off the Book Club Meeting (5-7 minutes)</b></p> <ul style="list-style-type: none"> <li>Gather students – remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).</li> <li>Review the conversation prompts on the Book Club Calendar.</li> <li>Invite students to begin the conversation by sharing the work they did while tracking events in chapters 13 – 14, the grey section, and the timeline.</li> <li>Deepen the discussion using one of the discussion questions for the chapter or focus on vocabulary.</li> <li>Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li> </ul>	<p><b>Time to Teach: Using Sequence of Events in Fiction (7-10 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite students to list the sequence of events from their charts.</li> <li>List the events down on sticky notes as students list the</li> <li>Group as a group to place the sticky notes on the group storyline graph.             <ul style="list-style-type: none"> <li><b>Rising Action:</b> <ul style="list-style-type: none"> <li>Barry sees a helicopter</li> <li>Cruz falls into the water</li> <li>Barry goes after Cruz</li> </ul> </li> <li><b>Climax:</b> <ul style="list-style-type: none"> <li>They scramble onto a different rooftop floating down the water</li> </ul> </li> <li><b>Falling Action</b> <ul style="list-style-type: none"> <li>A woman in a yellow raft (Nell) finds them and brings them to a bridge</li> </ul> </li> </ul> </li> </ul>
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**Book Club**

**Establish Background Knowledge about Hurricanes**

**Meeting 1! Continued**

**Time to Teach: Establish Background Knowledge about Hurricanes**

- Create a KWL chart on chart paper and instruct students to use the KWL chart or similar graphic organizer to document discussion.
- Ask students what they know about Hurricane Katrina. Discuss and begin to fill in the KWL chart. Hand out copies of the Hurricane Wind Scale for each member of the group. Ask students to compare and contrast the various levels of hurricane strength and describe what those levels and levels 5 and so on. Discuss what levels of hurricanes they have heard of and seen in their town or on television.
- Depending on your location, you may wish to further discuss Hurricane Sandy, Hurricane Matthew, which have occurred in recent years.
- Read together pages 1-3. Take note of the time and date. Show students the NOAA weather satellite image for a c.m. the previous day. Ask: What can you conclude?

**Model How to Track Sequence of Events**

- Turn to page 4. Read the time and date. Ask students to explain why the time and date are important to the storyline (Chapter 1 is in the

present while character 2 is in the past)

## I Survived Hurricane Katrina, 2005

By: Lauren Taniguchi  
Grade Level: 4 / Guided Reading Level: G

### Book Club

#### Sequence of Events and Flashbacks

#### Meeting #2 Continued

##### Model How to Sequence Events

- Ask students to share their sequence of events charts for chapters 2, 3, and 4.
  - Discuss Barry's experience up to this point in the story.
  - Put the events in order on the Sequence of Events anchor chart and allow students to adjust the chart in their reader's notebook if necessary.
  - NOTE: You may have to adjust the numbers in the sequence if there are more flashbacks. Allow students to adjust the sequence of events charts in their reader's notebooks if necessary.

##### Take Time to Reflect (2 minutes)

- Distribute the student self-reflection [form](#) for assessments.
- Ask students to reflect on their [form](#).
- Club by completing the [reflection form](#).
- Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student's progress across the Book Club).

##### Wrap up the Book Club Meeting

- Assign students to independently read **Chapters 5 – 8 (pages 21-50)**.
- Determine as a group when the book club should meet again.
- Remind students that they are responsible for the following:

- Tracking sequence of events
- Responding to **chapters 5 – 8** using the Reading Response Board.

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